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ABSTRACT

The state of Illinois recently has required state goals for learning to be identified and assessed in the following areas of learning: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health. The Illinois Goal Assessment Program (IGAP) is designed to assess the progress made toward meeting the Illinois State Goals for Learning and to chart trend data for these goals over time. This paper provides the context in which the educational reforms, of which IGAP is part, came about in Illinois. The specific social science goals that have been identified for students to meet are discussed in relation to recent national educational reform efforts and the body of literature that has been produced in this area. The Illinois State Assessment in social sciences covers five areas: recalling, interpreting, distinguishing, problem solving, and reference skills. To determine the degree to which students can apply these focus areas in school, the state will assess students at grades 3, 6, 8, and 11. The initial social sciences assessment will occur for all grades in 1993. Sample items from the pilot social science tests are provided and discussed in detail. A list of references is included as are two appendices--one provides charts to be used in analyzing the social sciences test items, the other lists sample items from pilot tests. (DB)

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ILLINOIS GOAL ASSESSMENT PROGRAM

SOCIAL SCIENCE

BACKGROUND PAPER

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WORKING PAPER ON THE ILLINOIS ASSESSMENT PROGRAM

INTRODUCTION

In the Spring of 1981, the State Board of Education initiated a plan to conduct a fundamental reappraisal of the adequacy and appropriateness of all state mandates on elementary and secondary education. This study focused on the following questions:

1. What desirable condition or outcome is called for by the mandates?

2. Is there evidence that in the absence of the mandates, the condition or outcome will not be achieved?

3. As presently defined, do the mandates yield the desired results?

4. Could the mandates be defined and/or implemented differently and yield the desired result?

5. Do the mandates reflect a compelling state interest?

The first phase of the study analyzed five curricula areas: special education, bilingual education, driver education, physical education, and instructional mandates for elementary and secondary schools. The social science mandates are part of the instructional mandates. The studies enabled the State Board to identify statutes and regulations which did not achieve the purposes for which they were originally designed and helped focus public attention on the purpose of schooling.

In September 1982 the Planning and Policy Committee of the State Board of Education formally received a report entitled "Instructional Program Mandates: A Preliminary Report." This report addressed all of the instructional program mandates found in Chapter IV of the State Board's basic regulatory publication, The Illinois Program for Evaluation, Supervision and Recognition of Schools, State Board of Education Document #1 (SBE-1), with the exception of driver education and physical education.

Three public hearings regarding this Report were conducted by the Planning and Policy Committee, on October 1, October 27, and November 19, 1982. A preliminary summary and analysis of the public commentary was provided by the staff on November 18 and a complete summary and analysis was submitted to the committee on December 8, 1982.

This study demonstrated that an assessment of instructional mandates was long overdue in Illinois. It was apparent that the zeal of educational reformers and interest groups and the ebb and flow of social problems in our society had combined over the years to create a collection of requirements which lacked consistency, were often arbitrary, and did not clearly communicate their purposes. Once a law or regulation came into being, mandates were seldom removed and, as a consequence as new mandates were added and older ones expanded, it became virtually impossible to discern them.

The State Board eventually approved a program calling upon the State Superintendent of Instruction to develop and recommend to the Board clearly-stated, broadly-defined, and relatively timeless statements of what students must know and be able to do as a consequence of their schooling. The statements were developed with the assistance of a representative ad hoc task force and were to be consistent with the proposed working definition of schooling. Statements were to be developed for the following areas of learning; Language Art, Mathematics, Sciences, Social Sciences (history, government, geography, economics), the Fine Arts, and Physical Development and Health.

The proposed alternative to state-required courses (1) emphasized what the state believed children should know and be able to do as a consequence of their schooling, (2) allowed school districts to establish their own objectives and programs consistent with these outcomes, and (3) held local districts accountable for regularly assessing the extent to which the outcomes had been achieved.

One of the perceived advantages of the proposed outcome statements was that they would provide goals toward which the instructional experiences of students would be directed. Achievement of these goals would require that instructional experiences be organized in such a way as to ensure that all related areas were addressed and that they were presented in such a way that they enabled the student to move toward appropriate outcomes. An instructional program and system of assessment would be required to address the full K-12 continuum.

In 1984, State Superintendent Donald Gill asked John Corbally, former University of Illinois President, to chair a committee of some sixty-five teachers, administrator, college educators and lay people to make recommendations on student outcomes for Illinois. It was officially called the Committee on What Students Should Know and be Able to Do. The committee was divided into subcommittees representing the fundamental curriculum areas identified above. Fifteen people served on the social studies subcommittee chaired by William Caples. Each subcommittee defined their particular subject matter areas and created a set of broad based goals that students would be expected to achieve prior to graduation. The social studies subcommittee identified the following five fundamental goals for learning. These goals were later incorporated into the education reform measures of 1985 becoming the foundation for the revision of the State's social science mandates.

As a result of their schooling students will be able to:

1. understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States;

2. understand and analyze events, trends, personalities, and movements shaping the history of the world, the United States and Illinois;

3. demonstrate knowledge of the basic concepts of the social sciences and how these help to interpret human behavior;

4. demonstrate knowledge of world geography with and emphasis on that of the United States;

5. apply the skills and knowledge gained in the social sciences to decision making in life situations.

The Reform Act of 1985 gave the Illinois State Board of Education responsibility for developing student goals for learning and assisting local school districts in the development, implementation, and assessment of districtwide student outcomes developed by the local district. The local outcomes statements are to reflect the district's progress toward achieving the state's goals for learning and should form the bases for a local assessment program in grades 3, 6, 8 and 11.

During 1985, Ted Sanders replaced Donald Gill as Superintendent of Education and took on the responsibility of implementing the reform legislation. The Corbally Committee reconvened and developed a series of clarifying statements designed to provide local school districts with examples of knowledge and skill statements for each of the five social science goals for learning. Eventually a third Corbally Committee developed several student model learning objectives (eventually called sample learning objectives) to provide local school districts with examples of representative knowledge and skills statements for each clarifying statement developed by the second Corbally Committee. The goals for learning, knowledge and skill statements and the sample learning objectives were placed in a booklet entitled "The Goals For Learning and Sample Learning Objectives" and distributed it to school districts to aid them in developing a Learning Assessment Plan (LAP). The State Board of Education established a schedule for submitting LAPs to the Board.

The schedule was later revised on the recommendations of the fourth Corbally Committee. The Board also accepted the committee's recommendation that local school districts submit their LAP to their respective school board for approval instead of to the State Board.

RELATIONSHIP TO BROADLY BASED NATIONAL REVIEWS OF AND RECOMMENDATIONS FOR EDUCATION

The knowledge and skill statements identified by the State Board are mirrored in several national assessments of education. This section of the report attempts to determine the degree to which the State's Goals for Learning and the assessment program are reflected in results and recommendations of well known commissions and study groups.

The National Assessment of Educational Progress (NAEP) conducted a national survey, funded by the National Endowment for the Humanities, of nearly 8,000 students in 1986. There were 141 questions on history and 121 literature questions. Seventy-eight percent of the students responding to the questions were enrolled in U.S. history at the time and nearly all the history questions were drawn from American history. The average student answered 54.5 percent of the questions he/she attempted correctly. The highest score came on map and geography questions, 71.3 %. Questions covering the pre-national and colonial eras provided the lowest score, 49.0% (Ravitch and Finn, 1987, p.p.44, 55 and 72). Ravitch and Finn conclude that American seventeen year olds "are ignorant of important things" they "should know," and that "they" and generations to follow are at risk of being gravely handicapped by ignorance upon entry into adulthood, citizenship and parenthood." They recommended teaching chronological history at every grade level incorporating the study of geography with a stress on the human dimension. The Illinois Goals for Learning also underlines the importance of the chronological study of history as well as the study of geography from a human dimension. The state and local school district assessments programs are designed to determine the progress students are making in achieving the State Goals of Learning and local performance objectives. (Ravitch and Finn, 1987, p.p.200-214)

The National Commission on Excellence in Education published the report "A Nation at Risk... The Imperative for Educational Reform" in 1983. The Commission said an understanding of the various areas of the social studies is important, recommending that the social studies be required for all students. It said that social studies instruction should stress ancient and contemporary ideas that have shaped the world and that students should understand the fundamentals of both our economic and political systems. The Commission said the K-12 program should provide a sound base for the study of the social studies in the secondary school. All of these recommendations are reflected in Illinois' Goals for Learning and corresponding Knowledge and Skills statements.

The Carnegie Report, "A Nation Prepared: Teachers for the 21st Century," was published after Illinois enacted reform legislation in July, 1985. The report acknowledged that in recent years many schools had demonstrated significant gains in student scores on standardized tests and other measures of basic competencies. But the authors of the report expressed concern over students' inability to "reason and perform complex, non-routine intellectual tasks." (Chronicle of Higher Education, p. 44) The report said students will have to have a basic stock of facts and know how to carry out basic procedures, but they will also have to be able to render critical judgments and think for themselves. The Illinois Goals for Learning and the thinking strategies and skills incorporated in the state assessment program demonstrate Illinois' commitment to the concerns expressed in the Carnegie Report.

The recommendations of the Bradley Commission are reflected throughout the Illinois Social Science Goals for Learning. Illinois students are required to study history. The state goals focus on broad, significant themes and questions, rather than short-lived memorization of facts without context. The knowledge and skills statements provide a context for facts and training in critical judgment arising from a chronological history of the past down to the present. The goals reflect the Bradley Commission's concern that every student should have an understanding of the world that

consist of organized and coordinated activities that are built up gradually during repeated experiences.

Wisconsin educator Norris Sanders lists characteristics of skills. A skill (1) is a physical, emotional, and/or intellectual process; (2) requires knowledge, but knowledge alone does not insure proficiency; (3) can be used in a variety of situations; (4) can be improved through practice; (5) and is often made up of a number of subskills that can be identified and practiced separately.
To social studies experts, social studies skills are mainly intellectual abilities based on one's aptitude, knowledge, and practice. Social studies skills refer more to the process of thinking, than to manual dexterity or any primarily physical activity. Most social studies experts believe that the majority of students do not automatically acquire social studies skills. Usually the development of skills should be systematically planned for K-12.

CONSIDERATIONS RELATED TO LEARNING THEORY

One of the major principles of learning is based on stimuli-response relationships in which previously unrelated stimuli and responses are connected. Others see learning as the discovery of meaning in a perceptual field, commonly called insight. Tested insights may lead to generalizations which enable the learner to behave intellectually in confronting similar situations in the future.

Learning is always accompanied by understanding, or grasp of meaning. Field psychologist give more attention to problem solving as a source of learning than do associationist psychologists. Problems are solved by bringing to bear meanings or insights gained in previous learning situations. But in the process, the earlier meanings are enlarged and refined, so that the learner achieves a reconstruction of his cognitive pattern. This type of learning is called reflective. (Hunt and Metcalf, 1968, p.p. 37-37)

Both views of learning prevail in Illinois social studies classrooms and must be incorporated in the Illinois assessment program. There are items on the state assessment that measure students ability to recall important social science facts. There are also assessment items that require students to use thinking skills, problem solving skills and multi-stage analysis skills.

THE IMPORTANCE OF LEARNING

In a period of man's history noted for a stupendous knowledge explosion, learning plays a most significant role in determining the behavior of man. More so than forces beyond his control. Psychologists agree on the importance of leaning as the major determinant of human behavior. George A. Miller of the Harvard Center for Cognitive Studies said: "Our entire way of life is predicated upon the ability to learn. Not only do we rely on learning to give us the basic skills with which we can earn our daily bread, but also to educate our children for citizenship in a free society. It is a solid axiom of the great liberal tradition in England and America that education is the best tool for social progress."

Young learners vary in the way confront learning and eventually process thinking tasks, but we know they can handle abstract social science concepts when they are presented with a recognition of students' interests and cognitive development. (Commission, 1989, p. 7) (Hunkins,1977, p.40)

Jean Piaget held that the "development of thinking follows a predetermined, fixed sequence of stages and that the process of thinking is the same across subjects".(Hunkins, 1977, p.41) Piaget identifies these stages as the sensory motor period, the first two years of life; the preoperational period, two through seven years of age; the period of concrete operations, seven to eleven or twelve years of age; and the formal operations period, eleven or twelve years of age and older. According to Piaget's stages, thinking is associated only with the formal operations stage of cognitive development, around the fifth or sixth grade. There is ample evidence to indicate that even children

encompasses the historical experiences of the peoples of Africa, the Americas, Asia, and Europe. Finally, the state goals acknowledge the roles of women, racial and ethic minorities, and men and women of all classes and conditions (Bradley Commission Report, 1988, p.p. 7 & 8)

Beginning in the early 1980s, the National Council for the Social Studies (NCSS) began searching for a scope and sequence. Council President James Banks asked John Jarolimek to form a task force to develop a scope and sequence for Council consideration. The task was completed in 1983 and presented to the Council and its membership at the annual meeting in San Francisco. The presentation resulted in a lively discussion of a variety of scope and sequence models. Finally, in 1986, a second task force on scope and sequence selected three of the models as distinctive representations of social studies scope and sequences. One of the models was a revised version of the original Jarolimek task force scope and sequence. The model outlines a sequences of topics and content for grades K-12 and a description of skills students should acquire and use. The topics, content, thinking and reference skills woven into the NCSS scope and sequences are also found in the Illinois Goals for Learning and the assessment program. (National Council for the Social Studies, 1986, p.p. 376-387)

The National Commission on Social Studies in the Schools issued a report ,"Charting a Course: Social Studies for the 21st Century," in November, 1989. Throughout the report, the Commission recommended a series of courses and related content for grades K-12. The content recommendations of the Commission are reflected in the Illinois Goals for Learning. The Illinois program gives local school districts more latitude in determining when and where knowledge and skills are to be integrated into the curriculum. Ten characteristics for a social studies curriculum in the 21st Century are presented and four of them seem to be most relevant to the Illinois Goals for Learning and assessment program. The following passages are quoted from the report.

> .... A complete social studies curriculum provides consistent and cumulative learning from kindergarten through 12th grade. At each grade level, students should build upon knowledge and skills already learned and should receive preparation for the grade levels yet to come. Redundant, superficial coverage should be replaced with carefully articulated indepth studies.
>
> .... Because they offer the perspectives of time and place, history and geography should provide the matrix or framework for the social studies; yet concepts and understandings from political science, economics and the other social sciences must be integrated throughout all the social studies courses so that by the end of the 12th grade, students will have a firm understanding of their principles and methodologies.
>
> .... Selective studies of the history, geography, government and economic systems of the major civilizations and societies should together receive attention at least equal to the study of the history, geography, government, economics and society of the United States. A curriculum that focuses on only one or two major civilizations or geographic areas while ignoring others is neither adequate nor complete.
>
> .... Teaching strategies should help students to become both independent and cooperative learners who develop skills of problem solving, decision making, negotiation and conflict resolution. (National Commission on the Social Studies in the Schools, 1989, pp. 3 and 4)

SKILLS

For clarity, skills have been assumed to be discrete entities; however, they cannot be considered to be isolated from the rest of the educational process. Skills are interrelated with understanding and attitudes, depend on knowledge, and have values attached to them. Usually, but not always, learning skills make an individual more effective and adaptive to his or her environment. Thus skills

in the sensory-motor stage of cognitive development can apply limited thinking skills. (Kalstounis, 1979, p. 82)

Children ages five to seven make "judgments based on perception rather than logic. These children confuse apparent and real events and may discover relationships though trial and error". (Kaltounis, 1979, p. 83) Piaget says children seven through twelve years of age pass through a concrete operational stage. They can apply logical operations to concrete problems and recognize that reversability can be attained. Most of children this age can think in the abstract. They can trace the steps in making a decision as well as think of and test solutions to problems, one at a time. By age eleven children are capable of engaging in hypothetico-deductive reasoning. Finally, children fourteen years and older can possess mature cognitive structures. They can solve complex verbal problems and think scientifically. (Fair and Kachaturoff, 1988, p.67) (Kaltounis, 1979, p. 83) (Ehman, Mehlinger and Patrick, 1974, p. 122)

Piaget develops the concept that although all children can think, the quality of their performance varies greatly. Children progress through Piaget's stages of cognitive development at different rates with some failing to achieve formal operations. Instructional procedures and materials, students' interests and needs, and the teacher's understanding of thought processes effect the way students think. (Fair and Kachaturoff, 1988, p.67) From birth through the primary grades, students develop their logic systems and acquire the ability to classify and sequence information. (Hunkins, 1977, p. 41)

Children entering school are capable of classifying and seriating things on the basis of one criterion. Most elementary students are at the concrete and intuitive learning stage of development. These students must be directly involved with the learning activity designed to facilitate thinking. They may have difficulty understanding complex/abstract concepts but they can use concrete operations to enable them to better understand the concept. Reading, writing, collecting, recording information, and reporting findings are among the many tasks students can be encouraged to perform which facilitate thinking at this age. A variety of different types of learning activities can be employed in each of these tasks. (Fair and Kachaturoff, 1988, p.67-68)

Junior high/middle school students are generally just entering Piaget's formal operations stage. Most students at this age can reason abstractly, but they still need hands-on learning experiences when being taught how to think. Most high school students can use abstract reasoning in investigating hypothetical situations. Still hands-on activities facilitate learning. (Fair and Kachaturoff, 1988, p. 68) Glaser believes instructional sequences that provide knowledge structures should be designed to move a novice toward expertise. (Hunkins, 1977, p.42)

THINKING

Given the complex nature of our society, students must be able to think clearly and express thoughts accurately and concisely. They must have the ability to ask relevant questions and recognize reasonable answers. At its lowest level, thinking is reproductive and repetitive, i.e., non-critical. By employing a variety of higher order thinking skills students think critically. In order to think critically the student must comprehend the basic elements of an argument (problem), seek out evidence, and evaluate both the evidence and line of reasoning offered before accepting any conclusion.

Illinois employes a sequence of critical thinking skills and thinking strategies to assess student achievement of the social science Goals for Learning. The list of thinking skills and strategies used on the assessment is limited in order to prevent skill overload and to facilitate mastery across content areas and grade levels. Factual knowledge of social science content is the foundation upon which to build higher order thinking processes. Assessment items require students to recall relevant content covered by the five social science Goals for Learning. The assessment is devoted to assessing students' ability to interpret maps, graphs, and symbols, distinguish between facts and opinions, and relevant and irrelevant information: problem solving strategies; forming hypotheses,

judging relevance and significance of information, drawing conclusions, and forming generalizations (hypotheses): and skills for accessing information such as using computerized library reference systems. The assessment measures not only students ability to recall pertinent facts but their ability to reflect upon and use knowledge in a practical way. Although the thinking skills and strategies are listed separately, they are woven together as an integral part of the process known as thinking. For example, one uses critical thinking skills in distinguishing between facts and opinions when analyzing data in solving a problem. Students also gather information to be used in finding a solution to the problem by applying card cataloging reference skills.

The description and analysis of Piaget's stages of intellectual growth support the appropriateness of skills students will be asked to use in the state assessment. Students can handle concrete operations from ages seven to eleven and formal operations from age twelve on. Children in the early grades can comprehend such concepts as community and justice when they are introduced through concrete applications at the appropriate cognitive developmental level.

ILLINOIS GOAL ASSESSMENT PROGRAM (IGAP)

The Illinois Goal Assessment Program (IGAP) is designed to assess the progress being made toward meeting the Illinois State Goals for Learning and the chart trend data on these goals over time.

IGAP meets the assessment requirements of the 1985 legislation which, for the first time in the state's history, required state Goals for Learning to be identified and assessed in the following six fundamental areas of learning: language arts, mathematics, biological and physical sciences, social sciences, fine arts, and physical development and health.

Current legislation requires the State Board to develop test items to measure the academic achievement of all third, sixth, eight and eleventh grade Illinois public school students, except those in special education, and conduct the state assessment annually. Students enrolled in an approved transitional bilingual education program are assessed within that program.

The state assessment is comprised of multiple choice questions and essay prompts based on the state goals. The items are written by Illinois educators. Assessment in the social sciences will first be administered in all four grades in 1993.

The Social Studies Assessment Advisory Committee was created by the State Board in 1985 to assist the Board staff in developing an assessment program for the social sciences. At the outset classroom teachers and social studies educators worked closely with Board staff to review existing items that could be included in a social science assessment at grades 3, 6, 8, and 11. From this initial stage the committee decided to have assessment items written by classroom teachers and other educators throughout Illinois. The committee identified the skills ipreviously described and formulated assessment instruments described below. Over the years committee members have been developing items for the assessment and submitting them to the Board staff. These items have been piloted by the Board staff at schools around the state. The goal of the Committee members and the Board staff is to develop valid and reliable items for the social science assessment instrument broadly reflecting the knowledge and skill described in this document.

STATE ASSESSMENT PROGRAM

The Illinois State Assessment in the social science comprises five areas; recalling, interpreting, distinguishing, problem solving, and reference skills. Each area is subdivided into particular tasks. Students are expected to recall facts, terms, events, definitions and personalities. They are expected to be able to interpret, maps, graphs, and symbols. Students also need to distinguish between facts and opinions and relevant and irrelevant information. In using problem solving techniques students are expected to form hypothesis, judge information, identify relevant and significant information, draw conclusions and formulate generalizations and hypothesis in the process. Finally, students are expected to be able to access information and use reference skills.

The state expects that students can use these focus areas at all grade levels. To determine the degree to which students can apply these focus areas in school, the Board will assess students at grades 3, 6, 8, and 11.

TEST DESIGN

Legislation passed during 1991 requires that the IGAP report individual data to local districts and parents. This may require that all students at a grade level receive the same questions.

Since the IGAP design includes pilot tests of items for each goal there will be several different forms consisting of multiple choice items. All final forms will include the same census items for each students participating in the assessment. In addition a small number of pilot items will be included. Each pilot question is related to a particular state goal for learning. Item writers are directed to write items to measure aspects of a specific knowledge/skill statement which correspond of a specific state goal for learning. The pilot items will not be scored for use as part of the census assessment. Rather, they are analyzed, and modified if necessary, so that they can become reliable and valid items for use on future assessments.

As a result of legislative modifications and proposals to IGAP during the 1991 session of the General Assembly, State Superintendent Leininger has established an advisory committee to review many aspects of the overall administration of IGAP for all fundamental learning areas. Areas of concern which affect future direction of social science assessment included: the grade level to be assessed, the amount of time devoted to testing, and the format of individual score reporting. This advisory group and several other groups will submit recommendations. Subsequently, legislation will be introduced into the General Assembly. When the changes mandate is clear, effecting IGAP are specific activities to establish the appropriate test design will be undertaken. During 1992 appropriate item development and pilot testing will be completed.

ASSESSMENT SCHEDULE

Fundamental Learning Area	Grades 3, 6, 8	Grade 11
Reading	1988	1990
Mathematics	1989	1991
Language Arts	1990	1992
Physical and Biological Sciences	1992	1992
Social Sciences	1993	1993
Fine Arts	1994	1994
Physical Education and Health	1995	1995

SAMPLE ITEMS FOR THE ILLINOIS ASSESSMENT PROGRAM

KNOWLEDGE

The Goals For Learning divide social science knowledge into five social science outcome statements: political science and economic, history, the behavioral sciences, geography, and consumer education and decision making. These outcomes promote students' personal, social, and intellectual development. They foster students' recognition of the forces that shape their own unique qualities.

Outcome statements that deal with social matters help students to understand their role in society and the impact society has on their development. Through these outcome statements students come to understand the social interdependence of the family, community, state, nation and world.

Intellectual development is fostered by the finding of historians and social scientists. Facts, concepts, and generalizations taken from the disciplines listed above provide students with an opportunity to understand events in the past, present, and possible future.

RECALLING FACTS

Facts, concepts and generalizations are the foundation of knowledge. Knowledge, in turn, provides a base for structuring a program to encourage students to develop thinking skills using critical thinking skills and problem solving strategies. A substantial portion of the state assessment items will require students to identify facts in a variety of forms. The following item requests a high school student to select a specific events from a list of related events.

Which of the following are in chronological order?

A. Revolutionary War, Civil War, Korean Conflict, World War I
B. Revolutionary War, Civil War, World War I, Korean Conflict*
C. Civil War, Revolutionary War, Korean Conflict, World War I
D. Civil War, Revolutionary War, World War I, Korean Conflict

The next example of a fact finding item on the social science assessment requires six graders to identify a correct definition.

What was the main purpose of the Declaration of Independence?
A. to criticize King George III
B. to declare war on Great Britain
C. to abolish the Articles of Confederation
D. to declare the colonies free from Great Britain*

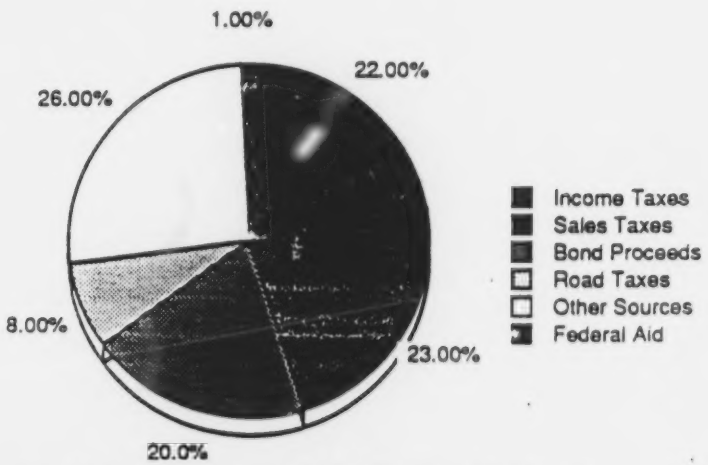
The following item requires third grade students to identify a particular authority relationship.

The person who is the administrator of a public grade school is the
A. principal*
B. assistant principal
C. teacher
D. president of the PTA

INTERPRETING INFORMATION

Although the ability to recall important bits of knowledge is crucial to teaching students to function adequately in a pluralistic society, it does not insure a future citizenry capable of making the kinds of decisions that will be crucial to their survival. Students must be taught to interpret knowledge.

The following items requests high school students to interpret data on a pie graph.



Data from "REVENUES BY SOURCES - FY 1987"

Use the chart to answer the following question.

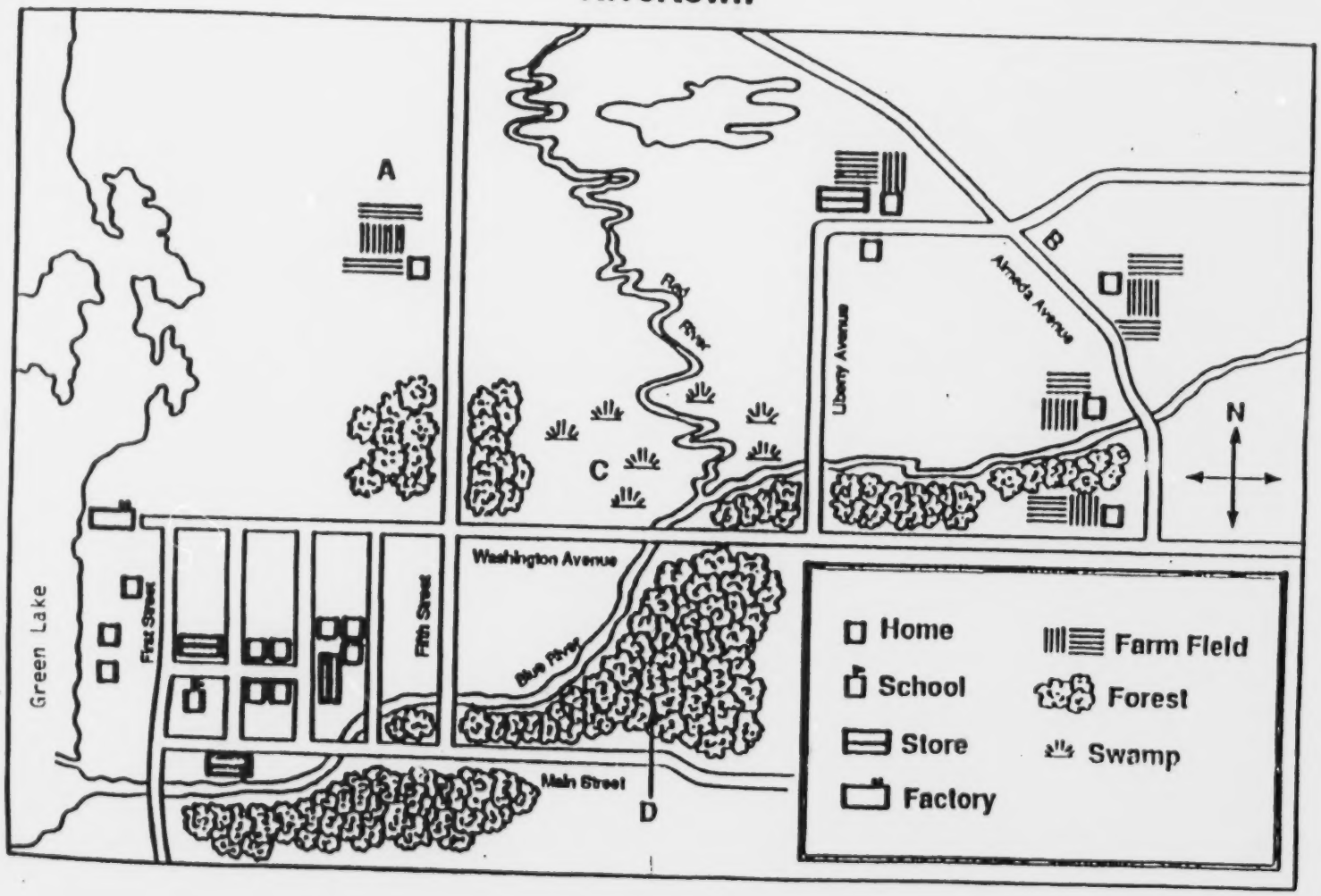
If Illinois lowered its sales tax, how would the graph change?
A. The circle would get smaller.
B. The Sales Taxes section would be smaller*
C. The circle would get bigger.
D. The Sales Taxes section would get bigger.

This next item asks sixth grade students to interpret a political cartoon.

Refer to the cartoon to answer the following question.

The cartoon demonstrates
A. the Whigs and Republicans fighting over tariffs.
B. the Republicans and Democrates struggling for political power.*
C. the Federalists and Anti-Federalists arguing about federal power.
D. the Whigs and the Tories pulling for their presidential candidates.

The last interpretation items requests third graders to locate a given position on a generic local community map.



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Use the map to answer the following question.

The factory is located near
A. a lake*
B. a river
C. a pond
D. a swamp

DISTINGUISHING KNOWLEDGE

If students are to make appropriate decisions in solving problems they will need to be able to distinguish between facts and opinions and distinguish between relevant and irrelevant information. The following item asks third graders to select the fact from a list including opinions and value judgments.

Which of the following is a statement of fact?
A. George Washington was the best president of the United States.
B. George Washington was the first president of the United States.*
C. George Washington was the worst president of the United States.
D. George Washington was the nicest president of the United States.

High School students will read a passage similar to the one provided below and answer a series of questions. In the following example eleventh grade students are asked to identify a statement that is irrelevant to understanding the main topic in the passage.

The Illinois Vietnam Veterans Memorial was formally dedicated on May 7, 1988, exactly 13 years from the end of the Vietnam War. An estimated crowd of 18,000 people attended the ceremonies, kicking off a three-day weekend of parades, speeches, and concerts. But as most visitors will tell you, the monument's true impact is best savored during a solitary moment of reflection, far from the crowds and fanfare. The $1.25 million monument was the shared vision of two Illinois veterans - Michael Ferguson and Richard Stahl. Both had attended the 1982 unveiling of the Vietnam Veterans Memorial in Washington, D.C., an impressive structure often called "The Wall" because of its angular formation.

An irrelevant piece of information about the Illinois Vietnam Veteran's Memorial was
A. $1.25 million.
B. two men's vision.
C. "The Wall."*
D. three-day event.

PROBLEM SOLVING

Problem solving is a complex form of thinking that involves students in the conduct of scholarly inquiry. The students use the problem solving technique to solve problem situations using previously learned knowledge and skills. Although practitioners tend to use a variety of problem solving methodologies, Illinois has incorporated a four-step problem solving technique into the assessment program: forming hypotheses, judging relevant and significant information, drawing conclusions, and forming generalizations (hypothesizing).

Forming Hypotheses

The first step in using the problem solving technique is to identify and define the problem, main idea, or argument in a passage or cartoon. Students should be able to identify the most important components of the issue and express then clearly and concisely. Narrowing the problem down involves the use of previously learned knowledge and skills and or the review of pertinent data or situations. This step gives structure and a foundation to build on in applying the other steps in the problem solving technique. After focusing in on the problem students go on to state hypotheses. Students will read a passage similar to the one provided below and answer a series of questions. In the following example, eighth grade students are asked to select the statement that best identifies the problem situation in the passage.

Refer to the following statement to complete the item.

> The railroads that first crossed the U.S. were built by Chinese and Irish immigrants, and during the same period Polish immigrants worked in the steel and iron mills that produced the rails. Meanwhile, the covered wagons in which settlers rode west were made by German immigrants, and the cattle that people now associate with the western open range were raised by Mexican, English, Irish, and Scottish immigrants.

The best title to summarize this passage is;

A. The Availability of Jobs in the United States.
B. The Restlessness of European workers.
C. Immigrants' Attention to Being United States Citizens.
D. Immigrants' Contributions to United States' Westward expansion.*

In forming hypotheses students state tentative explanations, solutions, generalizations, and propositions that show how two or more items are related. These are preliminary but useful statements of tentative conclusions that can be tested for validity through research. Hypotheses are helpful guides students use in the search for information to solve a problem. Generally, hypotheses take the form of a question, but sometimes they are statements. The ability to formulate questions that lead to a deeper and clearer understanding of the problem, and of different points of view from which an issue or situation can be approached, constitutes an important step in problem solving. Most of the time hypotheses are formed by using inductive thinking processes. Students review facts given about the problem to focus on tentative solutions. Next the students must search for evidence to explain, solve, describe, or clarify the hypotheses. Students will read a passage similar to the one provided below and answer a series of questions. The following example requires eleventh grade students to use a chart and identify the statement in the question that best depicts a hypothesis that could be drawn from the chart.

Refer to the following chart to answer the question.

European Country	Asian Colonies	Period of Control
France.	Indochina, Lebanon, Syria	1880s — 1940s
Great Britain	Brunei, Burma, Ceylon, Hong Kong, India, Iraq, Jordan, Malaya, Nepal, New Guinea, Pakistan, Palestine, Persia, Sarawak, Singapore	1810s — 1880s
Netherlands	Indonesia, Java, Malacca	1610s — 1940s
Portugal	Macao, Malacca	1510s — present
Russia	Manchuria, Siberia	1580s — present
Spain	Philippines	1560s — 1850s

Which of the following statements best explains European colonization of Asia?

A. Malacca was colonized by the Netherlands and Portugal during the 1500s and 1600s.
B. France and the Netherlands fought for control of Southeast Asia.
C. The Middle East gained independence from Europe before the rest of Asia.
D. Most of Asia was colonized by Great Britain and three other European Nations.*

Judging Information

Having constructed hypotheses, students gather and interpret information. They seek to judge the quality of observations and inferences. This evidence is anything that contributes to proving or rejecting a hypothesis. Students use observation and related study skills to collect information. Judgments of facts are verifiable by observation or experimentation. They are statements with clear and agreed upon meanings. Students must be able to recognize opinions and make value judgments about information. Such judgments concern statements whose terms do not have clear and common meanings. Value judgments are generally identifiable by the presence of terms that express personal feelings, taste, and preference. They are not verifiable through observation and experience in the same manner one judges a fact. Yet, students must be able to distinguish between judgments of fact and value judgments. Students will read a passage similar to the one provided below and answer a series of questions. In the following example, eleventh grade students are asked to look at a passage and select an observation based on a value judgement.

Candidates Running for Governor

Candidate X, 54, is from the southern part of the state where unemployment is high due to lack of industry and failing farms. His platform includes encouraging industry in the south, better funding for rural education, and improved financing for farmers. He has no interest in a state-funded sports stadium.

Candidate Y, 50, is from a large urban area. Her concerns center around big city problems including care of the elderly, industries moving out of state, improving public education, and state funding for a sports stadium. She is promoting an industrial boom in the state and is an enthusiast for civil rights.

Candidate Z, 62, is from the central part of the state. He is the present governor. He supports the farmers and hopes to pass more laws to help them out of their financial debts. He also supports more funding for education. He is yet undecided about state funds for a sports stadium.

Which person is **unlikely** to vote for Candidate X?

A. Unemployed laborer
B. Life-time teacher
C. Successful farmer
D. Professional ball player

Determining Relevance and Significance

In judging information the student must determine the relevance and significance of the information to the problem at hand. Is the information important in verifying or nullifying the hypothesis? Students must apply assessment skills such as analyzing, interpreting, distinguishing, appraising, and classifying the information. Students must demonstrate the ability to compare similarities and differences among two or more facts, concepts, and generalizations. Students need to determine the consistency among statements and the problem. Students should be able to recognize important attributes and organize information into categories for different purposes. Students will read a passage similar to the one provided below and answer a series of questions. In this example, eighth grade students are asked to identify one of the more significant statements supporting the thesis of the passage.

Scientists and inventors have always sparked a nation's growth, and three black Americans contributed significantly to developments in these fields. Norbert Rillieux, Jan Matzeliger and George Washington Carver were gifted men who shared their skills in important ways.

With his invention, Norbert Rillieux changed the entire sugar production industry. Rellieux, born in New Orleans in 1806, studied in France where, in the 1820s and 1830s, he wrote several articles about the steam engine. His invention, called the Rillieux Evaporator and patented in 1846, was a series of vacuum pans combined to cause steam-heated vapor to evaporate sugar into crystals. Before 1846, sugar was expense to produce, but Rillieux's evaporator was a time-saving device that also conserved fuel and required few workers to use. The Rillieux Evaporator helped give the United States a leading position in world sugar manufacturing. Modern sugar manufacturers still use the same basic method, and the Rillieux Evaporator became the basis for producing other products such as condensed milk, soap and glue.

Jan Matzeliger came to the U.S. at just the right time. Born in Suriname, South America in 1852, he moved to the U.S. in 1876. A year later he arrived at Lynn, Massachusetts, a town well-known for its shoe factories. Matzeliger soon got a mechanic's job at one of the factories. During his free time he tinkered with an idea that became the shoe industry's most important invention. With Matzeliger's shoe-lasting machine, the leather uppers of a shoe no longer had to be attached by hand to its sole. Shoes could be machined-lasted and thereby manufactured ten times faster than any craftsman could produce them. Matzeliger's invention, first patented in 1883, made Lynn the shoe manufacturing capital of the world. Coming at a time when the U.S. was experiencing its own industrial revolution, Matzeliger's invention helped pave the way for economic growth.

George Washington Carver, famous for discovering over 300 peanut by-products, also contributed his talents in the area of conservation. His work with southern farmers allowed them to learn practical, low-cost ways to improve their farming methods and conserve the soil at the same time. During the late 1800s, Carver and other instructors at Tuskegee Institute in Alabama began offering neighboring farmers free classes about planting crops and raising livestock. For example, Carver showed farmers how to use easily available manure and dead leaves to fertilize the soil. In addition, special information concerning crafts and food canning helped entire families increase the benefits they could gain from improved agriculture. By the early 1900s, news of Carver's conservation models had spread throughout the South, a region that had been overplanted with single crops such as cotton or tobacco. The land had become "tired" and southern farmers badly needed to improve their techniques. With Carver's help, the South was able to save much of its land and renew its agricultural ability.

The information about the three black Americans indicates that
A. the entire country benefited from their achievements.*
B. only other blacks gained from what the men offered.
C. farmers had the most to gain from their knowledge.
D. scientists have the most to offer a country.

Use the Graphic to answer the following question.

Which of the following nations would the statement in the Truman document have angered?

A. France
B. Canada
C. China
D. Egypt *

Forming Generalizations

A major goal of hypothesizing activities should include the ability to generalize. The ability to draw general and inclusive conclusions from experiences and learning. Generalizations may be thought of as inclusive statements of broad applicability based on an organization of facts from two or more concepts. Generalizations also tend to be abstract and may be stated in principles, rules, and conclusions. Students will read a passage similar to the one provided below and answer a series of questions. In the following example, eleventh grade students are asked to select the most appropriate generalization statement for the passage.

The Illinois Vietnam Veterans Memorial was formally dedicated on May 7, 1988, exactly 13 years from the end of the Vietnam War. An estimated crowd of 18,000 people attended the ceremonies, kicking of a three-day weekend of parades, speeches and concerts. But as most visitors will tell you, the monument's true impact is best savored during a solitary moment of reflection, far from the crowds and fanfare. The $1.25 million monument was the shared vision of two Illinois veterans - Michael Ferguson and Richard Stahl. Both had attended the 1982 unveiling of the Vietnam Veterans Memorial in Washington, D.C., an impressive structure often called "The Wall" because of its angular formation.

A generalization about Americans that could be made from reading the passage is they
A. hated the Vietnam War.
B. appreciated those who died in the war.*
C. preferred one date dedications
D. saw war memorials as artistic expressions.

Testing Conclusions and Hypotheses

Students need to understand the provisional nature of conclusions, especially those drawn in a social context. Time, location, geography, and hundreds of other contextual considerations can affect the outcome of a given problem. While predicting an outcome can lead to better solutions, the actual testing of conclusions and hypotheses is a far more sophisticated aspect of the rational decision-making process.

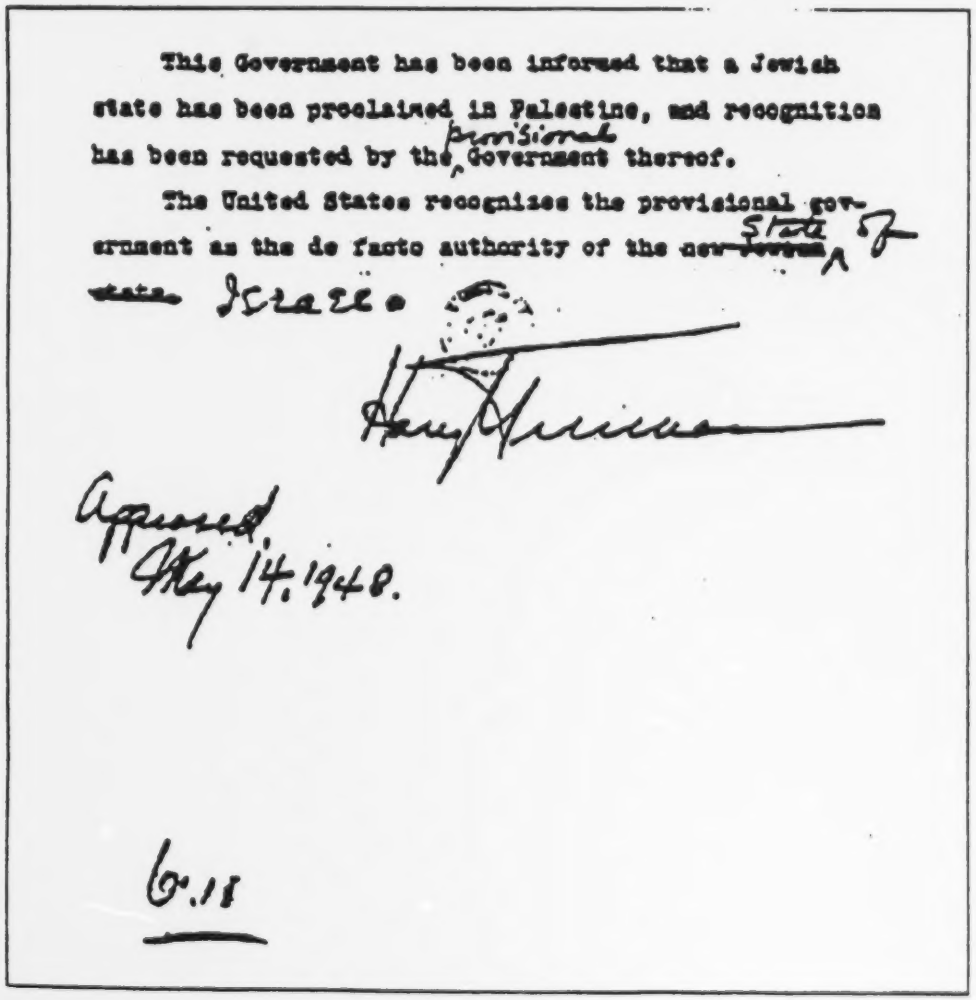
The following question is for third grade students. They are asked to identify a significant statement.

Which of the following is an important question to ask yourself before buying a bicycle?

A. Is the bicycle better than my friend's bicycle?
B. Is the bicycle the right size for me?*
C. Does the bicycle look like everybody else's?
D. Does the bicycle make me look better?

Drawing Conclusions

Once the students have evaluated the data they must determine whether to accept or reject the hypotheses. To determine whether the information provided is sufficient in quality and quantity to justify a conclusion, decision, generalization, or plausible hypothesis. They must realize that even after a lot of work hypotheses may not be evaluated with complete certainty. Students must be willing to, given the tentative nature of all proof, to revise an hypothesis when necessary. The cycle of inquiry is endless. Reading a document like the one below, eleventh grade students would be asked to make inferences from the information on the document to answer questions based on the document and prior knowledge and skills.



This Government has been informed that a Jewish state has been proclaimed in Palestine, and recognition has been requested by the provisional Government thereof.

The United States recognizes the provisional government as the de facto authority of the ~~new Jewish~~ State of Israel.

Harry S. Truman

Approved May 14, 1948.

6.18

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Appendix I
IGAP Social Science Advisory Committee
1991 - 1992

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Apendix II
Test Item Matrix

Test Item Analysis Format

Fundamental Learning Area Social Sciences

Areas of Focus - Test Design

Social Sciences

State Goal for Learning 1

As a result of their schooling, students will be able to understand and analyze comparative political and economic systems, with an emphasis on the political and economic systems of the United States.

	Recalling Facts Terms, Events Definitions Personalities	Using and Interpreting Maps, Graphs, Symbols Illustrations	Distinguishing Fact - Opinion Relevant - Irrelevant Information	Problem Solving Forming Hypotheses Juding Information Determining Relevance - Significance Drawing Conclusions Forming Generalizations (Hypothesis)	Skills to Access Information
	Number of Items P-Piloted U-Unpiloted				
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					
N					
O					

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 1

The following knowledge and skills are related to this State Goal for Learning:

A Basic principles of American government as expressed or implied in the Declaration of Independence, the federal and state constitutions, other major historical documents, and significant court decisions.

B Rights and responsibilities of citizenship under the United States Constitution

C Election processes at all levels of government, including the impact of communication systems

D Structures and functions of the political systems in the United States and Illinois.

E Influences of political action by individuals and interest groups on the development of the American political system

F Factors that have contributed to the economic development of the United States

G Economic interdependence among the Illinois, United States, and world communities

H Economic impacts of political decisions made by federal, state, and local governments

I Structures and functions of major political systems in the world.

J Major political events in the contemporary world and their impact on the changing structures and functions of governments.

K International organizations like the United Nations and their roles and functions in the modern world

L Evolution and nature of rules and laws that govern human interactions

M Basic economic concepts that have traditionally shaped economic systems

N Traditional, market, and command economic systems.

O Effects of basic economic principles on producers and consumers in the public and private sectors.

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Test Item Analysis Format

Fundamental Learning Area Social Sciences

Social Sciences

State Goal for Learning 2

As a result of their schooling, students will be able to understand and analyze events, trends, personalities and movements shaping the history of the world, the United States and Illinois.

Areas of Focus - Test Design

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 2		Recalling Facts Terms, Events Definitions Personalities	Using and Interpreting Maps, Graphs, Symbols Illustrations	Distinguishing Fact - Opinion Relevant - Irrelevant Information	Problem Solving Forming Hypotheses Juding Information Determining Relevance - Significance Drawing Conclusions Forming Generalizations (Hypothesis)	Skills to Access Information
		Number of Items P-Piloted U-Unpiloted				
The following knowledge and skills are related to this State Goal for learning:						
A Chronology and significance of the major events in world history	A					
B Historical developments leading to the present similarities and differences among the world's people	B					
C Contributions of significant men and women in world history	C					
D Chronology and significance of the major social, economic and political events shaping the American experience	D					
E Historical relationships between the United States and the other nations of the world	E					
F Impacts of urbanization, industrialization and emerging technology on the nation's environment, as well as on its social, political and economic institutions	F					
G Roles played by racial and ethnic groups in developing the nation's pluralistic society	G					
H Historical and contemporary relationships of Illinois to the United States and the rest of the world	H					

Test Item Analysis Format

Fundamental Learning Area Social Sciences

Social Sciences

State Goal for Learning 3

As a result of their schooling, students will be able to demonstrate a knowledge of the basic concepts of the social sciences and how these help to interpret human behavior.

Areas of Focus - Test Design

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 3		Recalling Facts Terms, Events Definitions Personalities	Using and Interpreting Maps, Graphs, Symbols Illustrations	Distinguishing Fact - Opinion Relevant - Irrelevant Information	Problem Solving Forming Hypotheses Juding Information Determining Relevance - Significance Drawing Conclusions Forming Generalizations (Hypothesis)	Skills to Access Information	
		Number of Items P-Piloted U-Unpiloted					
The following knowledge and skills are related to this State Goal for Learning							
A Selected theories of human physical development	A						
B Selected principles of learning and motivation	B						
C Selected relationships between personality and development	C						
D Development and functions of the institution of the family	D						
E Common support networks in contemporary society	E						
F Development of oral and written communication	F						
G Selected types of antisocial behavior and various methods of intervention	G						
H Influences of customs, traditions, and folkways in shaping human behavior	H						
I Effects of mass communication on human behavior	I						

Test Item Analysis Format

Fundamental Learning Area Social Sciences

Social Sciences

State Goal for Learning 4

As a result of their schooling, students will be able to demonstrate a knowledge of world geography with emphasis on the United States.

Areas of Focus - Test Design

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 4		Recalling Facts Terms, Events Definitions Personalities	Using and Interpreting Maps, Graphs, Symbols Illustrations	Distinguishing Fact - Opinion Relevant - Irrelevant Information	Problem Solving Forming Hypotheses Juding Information Determining Relevance - Significance Drawing Conclusions Forming Generalizations (Hypothesis)	Skills to Access Information
		Number of Items P-Piloted U-Unpiloted				
The following knowledge and skills are related to this State Goal for Learning						
Location: Position on the Earth's Surface						
A Location of physical and cultural features of the local community, the state, the nation and the world.	A					
B Use of maps and models as primary geographic tools.	B					
C Influences of physical and cultural features on the locations of objects and places.	C					
Place: Physical and Human Characteristics						
D Ways in which people define, name and alter places.	D					
E Different ways in which various groups within society may view places.	E					
F Positive and negative effects of human actions or natural processes on places.	F					
Relationships within Places: Humans and Environments						
G Ways people inhabit, modify and adapt culturally to different physical environments.	G					
H Habitats as complex ecosystems which may have been modified by human action.	H					
I Ways people depend on, evaluate, and use natural environments to extract needed resources, grow crops and develop settlements.	I					
Movement: Humans Interacting on the Earth						
J Ways people depend on products, information, and ideas that come from beyond their immediate environment.	J					
K Ways people move themselves, their products, and their ideas across the earth's surface.	K					
Regions: Formation and Change						
L Concept of region in physical and cultural terms.	L					
M Cultural and physical geography of each of the world's regions.	M					
N Basic physical and cultural geography of the United States.	N					

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Test Item Analysis Format

Fundamental Learning Area Social Sciences

Social Sciences

State Goal for Learning 5

As a result of their schooling, students will be able to apply the skills and knowledge gained in the social sciences to decision making in life situations.

Areas of Focus - Test Design

	Recalling Facts Terms, Events Definitions Personalities	Using and Interpreting Maps, Graphs, Symbols Illustrations	Distinguishing Fact - Opinion Relevant - Irrelevant Information	Problem Solving Forming Hypotheses Juding Information Determining Relevance - Significance Drawing Conclusions Forming Generalizations (Hypothesis)	Skills to Access Information
	Number of Items P-Piloted U-Unpiloted				
A					
B					
C					
D					
E					
F					
G					
H					
I					
J					
K					
L					
M					

GENERAL KNOWLEDGE/SKILLS RELATED TO GOAL 5

The following knowledge and skills are related to this State Goal for Learning

A Rational decision-making processes based on goals, values, and needs applied to selected consumer and social problems.

B Sources of information evaluated in terms of selective criteria.

C Costs and benefits of a particular course of action.

D Interdependent roles of an individual as a consumer, a producer, and a citizen in the United States economic/political/social system.

E Various relationships between the individual and others in the local community, state, nation and world.

F Citizen's role in the election process at the local, state, and national levels.

G Ways to utilize the various levels of government.

H Roles of individuals and/or groups in effecting change.

I Roles of the individual in the world of work.

J Relationships between competence and potential.

K Relationships between individual and societal value systems.

L Strategies for conflict resolution evaluated in terms of selected criteria.

M Management of human and material resources.

Appendix III
Sample Items

Form Number: 3504
Item Bank Number: 6

Run Date: 06/20/89

Pilot Item Analysis

	Ncnt	P value	Percent response by foil A	B	C	D	E	P value by Quartile Q1	Q2	Q3	Q4	Pt. Bis(1)	Pt. Bis(2)
Total	317	66	15	66*	5	12	0	35	65	82	89	0.49	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
6	IT350406	-0.05	0.90	54	83	0.0	-0.2	0.91	1.29

6. Which of the following is a statement of fact?

- O George Washington was the best president of the United States.
- O George Washington was the first president of the United States.
- O George Washington was the worst president of the United States.
- O George Washington was the nicest president of the United States.

Form Number: 3503
Item Bank Number: 46

Run Date: 06/20/09

Pilot Item Analysis

	Num	P value	Percent response by Foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	318	57	9	25	57*	5	0	35	53	64	86	0.41	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
46	IT350346	0.48	1.01	44	71	0.6	0.4	0.43	1.12

46. Which country borders the United States on the north?

- ○ Greenland
- ○ Mexico
- ○ Canada
- ○ Cuba

Form Number: 3503
Item Bank Number: 47

Run Date: 06/20/89

Pilot Item Analysis

	Num	P value	Percent response by foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	310	55	18	9	14	55*	0	32	47	68	81	0.41	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
47	IT350347	0.60	1.00	44	66	0.6	0.7	0.43	0.90

47. The main crops of Illinois are

- O tomatoes and peppers.
- O petroleum and coal.
- O chemicals and machinery.
- O corn and soybeans.

orm Number: 3504
tem Bank Number: 20

Run Date: 06/20/89

Pilot Item Analysis

	Num	P value	Percent response by foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
otal	317	45	9	45*	8	36	0	28	28	53	76	0.35	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT LO	CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
20	IT350420	0.98	0.99	27	57	1.2	1.0	0.58	1.19

20. What number marks the continent of Africa?

- ○ 3
- ○ 6
- ○ 7
- ○ 11

WESTERN HEMISPHERE

EASTERN HEMISPHERE

Form Number: 6501
Item Bank Number: 1

Run Date: 06/16/89

Pilot Item Analysis

	Ncnt	P value	Percent response by Foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	284	65	21	65*	10	4	0	33	59	80	93	0.47	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT LO	PCNT HI	CRCT ITEM DIFF LO	CRCT ITEM DIFF HI	STD DIFFER	SLOPE INDEX
1	IT650101	-0.79	0.88	50	82	-0.5	-1.2	2.31	1.77

Answer each of the following questions.

1. If there was a surplus of grain, there would be

   A. a shortage.
   B. too much.
   C. not enough.
   D. too little.

Form Number: 6502
Item Bank Number: 2

Run Date: 06/16/89

Pilot Item Analysis

	Ncnt	P value	Percent response by foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	287	44	20	44*	13	23	0	30	37	44	65	0.30	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT LO	CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
2	IT650202	0.38	1.14	37	43	0.1	1.0	3.42	0.21

2. Which of the following are in chronological order?

   A. Revolutionary War, Civil War, Korean Conflict, World War I
   B. Revolutionary War, Civil War, World War I, Korean Conflict
   C. Civil War, Revolutionary War, Korean Conflict, World War I
   D. Civil War, Revolutionary War, World War I, Korean Conflict

Form Number: 6504
Item Bank Number: 37

Run Date: 06/16/89

Pilot Item Analysis

	Num	P value	Percent response by foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	279	54	54*	14	22	8	0	34	45	64	72	0.34	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
37	IT650437	0.03	1.06	41	61	0.0	0.3	0.91	0.80

37. A theory is

A. a possible explanation.
B. a proven fact.
C. a popular opinion.
D. scientific proof.

Form Number: 6501
Item Bank Number: 8

Run Date: 06/16/89

Pilot Item Analysis

	N=nt	P value	Percent response by foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	284	54	15	18	13	54*	0	37	40	54	87	0.39	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT LO	CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
8	IT650108	-0.29	0.96	38	61	-0.1	-0.2	0.37	1.10

8. Which document was written first?

A. Constitution
B. Declaration of Independence
C. Bill of Rights
D. Mayflower Compact

Form Number: 6504
Item Bank Number: 21

Run Date: 06/16/89

Pilot Item Analysis

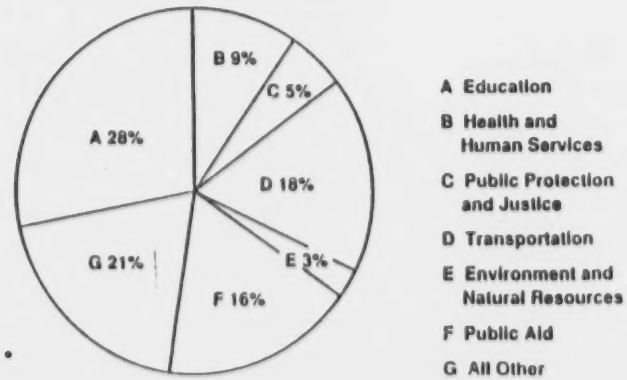
	Num	P value	Percent response by Foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	279	88	7	2	88*	2	0	65	90	100	96	0.39	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
21	IT650421	-1.96	0.65	79	99	*****	*****	******	3.25

21. The greatest amount of state money was appropriated for

A. public aid.
B. health and human services.
C. education.
D. all other.

APPROPRIATIONS BY MAJOR PURPOSE
FY 1987 - PERCENT OF TOTAL



Form Number: 8501
Item Bank Number: 19

Run Date: 06/15/89

Pilot Item Analysis

	Ncnt	P value	Percent response by Foil					P value by Quartile				Pt. Bis(1)
			A	B	C	D	E	Q1	Q2	Q3	Q4	
Total	254	63	13	15	63*	9	0	37	55	73	87	0.42

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
19	IT850119	0.15	0.93	49	79	0.2	0.0	0.55	1.18

19. Which one of these was invented during the industrial revolution?

A. The loom
B. The windmill
C. The steam engine
D. The waterwheel

Form Number: 8501
Item Bank Number: 34

Run Date: 06/15/89

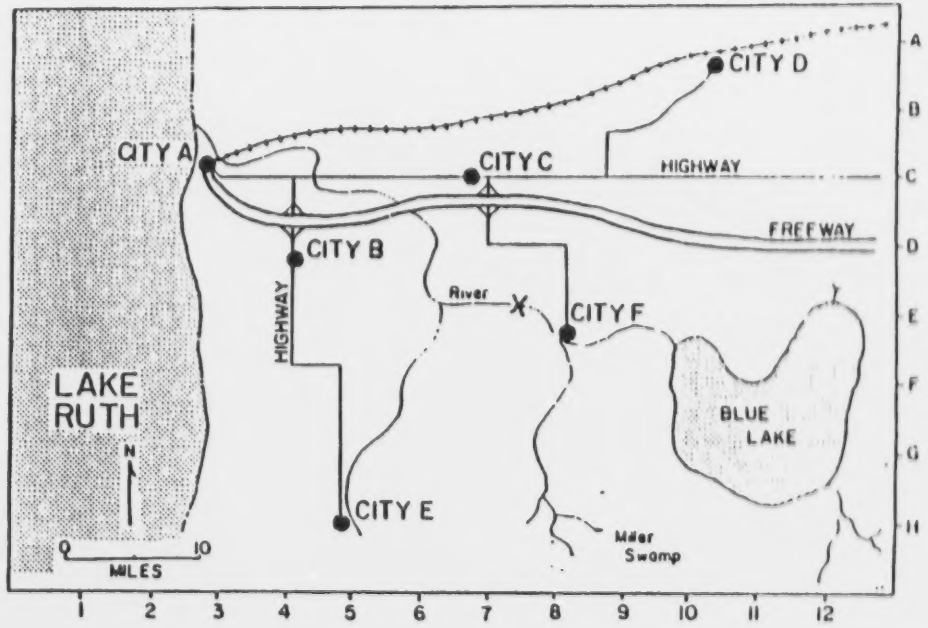
Pilot Item Analysis

	Ncnt	P value	Percent response by foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	254	74	3	20	74*	2	0	50	70	83	96	0.40	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
34	IT850134	-0.47	1.03	61	86	-0.3	-0.5	0.45	1.16

34. Scott lives in City E. In what direction would he walk to get to Point X?

A. Across
B. Northwest
C. Northeast
D. Up



Form Number: 8501
Item Bank Number: 3

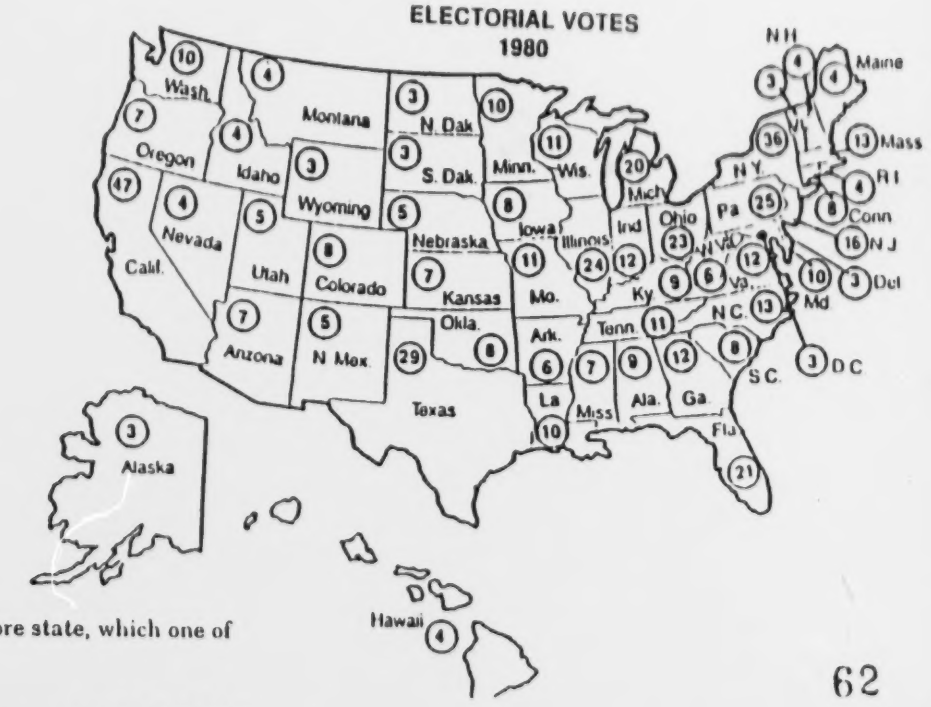
Run Date: 06/15/89

Pilot Item Analysis

	Ncnt	P value	Percent response by Foil A	B	C	D	E	P value by Quartile Q1	Q2	Q3	Q4	Pt. Bis(I)
Total	254	64	7	18	64*	11	0	38	57	69	96	0.41

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT LO	CRCT HI	ITEM DIFF LO	HI	STD DIFFER	SLOPE INDEX
3	I1850103	0.07	0.95	44	79	0.4	0.0	1.17	1.35

Use this map to answer the next question.



3. If a presidential candidate had time to campaign in only one more state, which one of the following would the candidate choose?

   A. Missouri

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Form Number: 1501
Item Bank Number: 2

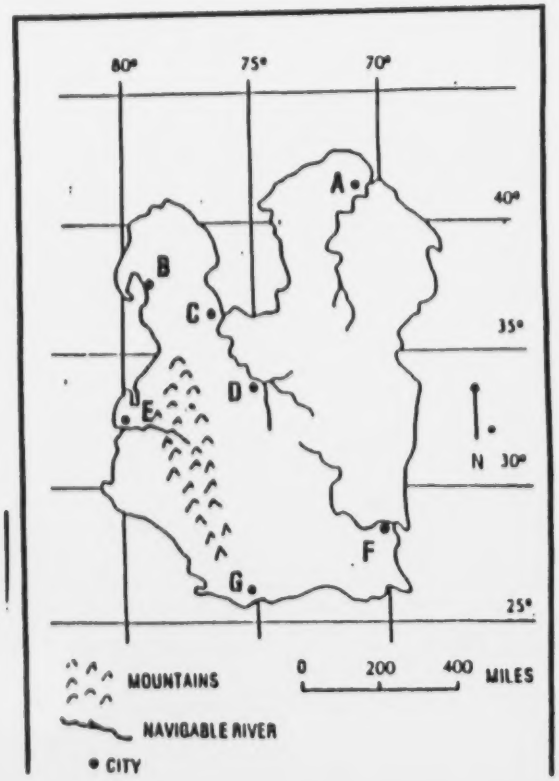
Run Date: 06/19/89

Pilot Item Analysis

	Nent	P value	Percent response by Foil A	B	C	D	E	P value by Quartile Q1	Q2	Q3	Q4	Pt. Bis(1)	Pt. Bis(2)
Total	224	75	75*	10	12	4	0	38	77	90	96	0.48	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	HI	ITEM DIFF LO	HI	STD DIFFER	SLOPE INDEX
2	IT150102	-1.02	0.76	64	92	-0.8	-1.8	2.14	2.04

Use this map to answer the next four questions.



2. What direction would a person travel going from A to E?

A. Southwest
B. Northwest
C. Southeast

Form Number: 8501
Item Bank Number: 26

Run Date: 06/15/89

Pilot Item Analysis

	Ncnt	P value	Percent response by Foil					P value by Quartile				Pt. Bis(I)
			A	B	C	D	E	Q1	Q2	Q3	Q4	
Total	254	53	53*	11	13	21	0	28	36	67	82	0.41

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
26	IT850126	0.64	0.97	32	69	0.9	0.6	1.13	1.34

26. Which one of these was invented before the Industrial Revolution?

A. Waterwheel
B. Steam engine
C. Sewing machine
D. Light bulb

Form Number: 1502
Item Bank Number: 25

Run Date: 06/19/89

Pilot Item Analysis

	Ncnt	P value	Percent response by Foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	221	49	27	19	49*	4	0	31	40	46	81	0.36	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
25	IT150225	-0.13	0.98	32	59	0.1	-0.2	0.88	1.30

25. **Suppose you wanted to increase the productivity of labor. Which of the following policies would help do this?**

A. **Discourage the use of labor-saving technology.**
B. **Increase pollution control requirements.**
C. **Encourage capital investment.**
D. **Spend less on education.**

Form Number: 1502
Item Bank Number: 44

Run Date: 06/19/89

Pilot Item Analysis

	Ncnt	P value	Percent response by foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	221	51	51*	14	14	20	0	31	38	59	75	0.36	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT LO	CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
44	IT150244	-0.19	0.99	37	61	-0.1	-0.3	0.50	1.16

44. The United States Constitution created a new central government. How did this government compare with the central government that had existed under the Articles of Confederation?

A. It was more powerful.
B. It was less powerful.
C. Its role and powers remained the same.
D. It has a stronger legislature, but a weaker executive.

Form Number: 8504
Item Bank Number: 13

Run Date: 06/15/89

Pilot Item Analysis

	Ncnt	P value	Percent response by foil					P value by Quartile				Pt. Bis(I)
			A	B	C	D	E	Q1	Q2	Q3	Q4	
Total	263	68	14	5	10	68*	0	37	63	86	86	0.46

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
13	IT850413	-0.55	0.92	54	82	-0.4	-0.8	1.46	1.49

Candidates Running for Governor

Candidate X, 54, is from the southern part of the state where unemployment is high due to lack of industry and failing farms. His platform includes encouraging industry in the south, better funding for rural education, and improved financing for farmers. He has no interest in a state-funded sports stadium.

Candidate Y, 50, is from a large urban area. Her concerns center around big city problems including care of the elderly, industries moving out of state, improving public education, and state funding for a sports stadium. she is promoting an industrial boom in the state and is an enthusiast for civil rights.

Candidate Z, 62, is from the central part of the state. He is the present governor. He supports the farmers and hopes to pass more laws to help them out of their financial debts. He also supports more funding for education. He is yet undecided about state funds for a sports stadium.

13. Which person is unlikely to vote for Candidate X?

A. Unemployed laborer
B. Life-time teacher
C. Successful farmer
D. Professional ball player

Form Number: 1501
Item Bank Number: 42

Run Date: 06/19/89

Pilot Item Analysis

	Ncnt	P value	Percent response by foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	224	46	6	16	29	46*	1	24	29	49	85	0.48	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT CRCT LO	PCNT CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
42	IT150142	0.38	0.94	26	56	0.8	0.5	0.96	1.39

42. One of the major reasons for becoming an imperialist nation was economic. The economic argument can be described as:

A. colonies could be given the imperialist nation's religion.
B. colonies absorb the culture and civilization of the imperialist nation.
C. colonies prove that an imperialist nation is a major world power.
D. colonies provide a source of raw material, a place for investment, and markets.

Form Number: 1502
Item Bank Number: 41

Run Date: 06/19/89

Pilot Item Analysis

	Ncnt	P value	Percent response by foil					P value by Quartile				Pt. Bis(1)	Pt. Bis(2)
			A	B	C	D	E	Q1	Q2	Q3	Q4		
Total	221	48	8	40	48*	4	0	21	42	51	77	0.41	

ITEM NUMBER	ITEM NAME	ITEM DIFF	MS FIT	PCNT LO	CRCT HI	ITEM DIFF LO	ITEM DIFF HI	STD DIFFER	SLOPE INDEX
41	IT150241	-0.05	0.97	29	57	0.2	-0.1	1.12	1.39

41. Which of the following provides the best explanation as to why people become prejudiced?

A. Prejudice is an in-born trait whose basic cause lies in the person's genes.
B. They have unfortunate, negative contacts with many members of the out-group, thus learning to hate them.
C. They mimic the negative, hostile attitudes of parents and friends.
D. They see it on television.